THE UNIVERSITY OF ALBERTA

"WESTFIELD": THE DESIGN AND PRODUCTION OF A VIDEOTAPED FILM BASED ON RESIDENTIAL MILIEU TREATMENT OF DISTURBED AND DELINQUENT JUVENILES AND THE ASSESSMENT OF FILM IMPACT ON VIEWER ATTITUDES

by

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "WESTFIELD": THE DESIGN AND PRODUCTION OF A VIDEOTAPED FILM BASED ON RESIDENTIAL MILIEU TREATMENT OF DISTURBED AND DELINQUENT JUVENILES AND THE ASSESSMENT OF FILM IMPACT ON VIEWER ATTITUDES submitted by L. WAYNE HOWARD in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Counselling Psychology.

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Abstract

The purpose of this study was to design and produce a videotaped film on residential milieu treatment of disturbed and delinquent juveniles and to assess film impact on viewer attitudes.

Synthesizing some of the research findings in the areas of:
a) mass communication, its process and effects,
b) mass communication, its effects on attitude stability and change,
c) communication and persuasion, as related to experiments on mass communication,
d) instructional film and television,
e) music in film as a form of communication of emotion, and,
f) the medium of film and stimulus conditions that lead to arousal and result in viewer attention, comprehension and acceptance of opinions advocated,

a filming rationale was outlined for the production of a videotaped film based on Westfield (a major residential milieu treatment centre for emotionally disturbed and delinquent children in Edmonton, Alberta, Canada). The film was produced through the facilities of C.B.C. Edmonton and the University of Alberta Audiovisual Media Centre and shown on network television. The film, in videotape format, was placed in the University of Alberta Education Audiovisual

Media Centre Library as part of the dissertation.

To assess videotape impact on viewer attitudes, 80 subjects (40 from an adult prior employment program at a community college and 40 from a grade eleven high school program) were randomly selected and assigned to an experimental and control group. A "post-test only control group" design was used to examine influence of the videotape on:

a) viewer evaluations of the juvenile delinquent,

b) viewer attitudes toward punishment of the juvenile delinquent, and

c) viewer attitudes toward residential milieu treatment of juvenile delinquents as a social action proposal.

Attitude was defined as a relatively enduring system of affective evaluative reactions based upon and reflecting evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects.

Results showed that the group exposed to the videotape demonstrated significantly more favorable attitudes toward residential milieu treatment of juvenile delinquents as a social action proposal and were significantly less punishment-oriented in their attitudes toward juvenile offenders. This group also tended to evaluate the juvenile delinquent more positively, although differences between the experimental and control group could not be considered significant.

It was concluded that the medium of film can best be

used to influence viewer attitudes toward the juvenile delinquent and how he should be treated when effort is made to include production effects that will shift viewer attention to stimuli that will reinforce the individual predispositional and social mediating factors which largely govern attitude change and stability.

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Chapter I

Introduction

For many years a custodial, punishment-oriented philosophy characterized most attempts to deal with the problem of juvenile delinquency. Detention centres, based on the prison model, were built to protect the public and to punish the juvenile delinquent for his wrongdoings. It was believed that punishment would "teach the juvenile delinquent a lesson" so he would not do it again. Studies, however, began to show that many did do it again. Goldfarb and Singer (1973) indicated that between half and four-fifths of young offenders placed in prison-like settings returned to a world of crime.

In the 1960's, as a reaction against these punishment oriented approaches, the concept of therapeutic environment began to appear in the literature. Phelan (1962) published a paper on the meaning and use of milieu therapy for disturbed and delinquent juveniles.

Since that time, studies by Allerhand (1966) and Lerman (1968), examining agencies using this approach, have revealed a relatively high degree of "treatment success". Despite these impressive findings, however, attitudes toward the juvenile delinquent and how he should be treated have made taxpayers reluctant to support such a treatment approach. In addition, these same attitudes have made it difficult for the juvenile delinquent to assume a productive role in his community following rehabilitation.

Purpose of the Study

It was the primary purpose of this study to describe the model of residential milieu treatment for disturbed and delinquent juveniles. Approaching this objective, it soon became apparent that this was not something that could be done effectively using a written format. For this reason the medium of film was selected. Plans were finalized to produce a film* based on the treatment program at Westfield Diagnostic and Treatment Centre (a major residential milieu treatment centre for emotionally disturbed and delinquent children in Edmonton, Alberta, Canada).

Secondly, it was the purpose of the study to develop a filming rationale that would alter viewer attitudes toward the juvenile delinquent and how he should be treated.

*Although the final production was placed in the University of Alberta Education Audio Visual Media Centre Library as a videotape, the term "film" has been used throughout the thesis because it was initially produced as a film.

Research by Hoban and Van Ormer (1950), Maddison (1966), Reid and MacLennan (1967), and Schramm (1972) had clearly supported the conclusion that film and television can teach factual information effectively over a wide range of subject-matter, content, ages and conditions of use.

A question, however, not conclusively answered in the literature was whether or not film could effectively be used to alter viewer attitudes. Hoban and Van Ormer (1950) and Reid and MacLennan (1967) had argued that there was little evidence to suggest that film was more effective than other means of communication in influencing general attitudes. On the other hand, Hovland's (1955) experiments on mass communication had indicated that attitude change could result from learning produced through reinforcement (Insko, 1967). Klapper (Schramm, 1972) had concluded, following twenty years of research on mass communication and its effects on attitudes, that a film could significantly influence attitudes if it reinforced the social mediating and individual predispositional factors responsible for attitude change and stability. Further to that, Klapper (Schramm, 1972) argued that attitude conversion was possible if the above stated mediating factors were inoperative, as in the case of exposure to an entirely new topic.

Methods and Procedure

Using the facilities of C.B.C. Edmonton, a film entitled "Westfield" was produced by the author and Nick Bakyta in

June of 1973. The film examined the environment, attitudes and methods involved in residential milieu treatment at Westfield Diagnostic and Treatment Centre. The film was used for network ("Take 30") and local ("Hourglass") C.B.C. television broadcasting and was later placed (in videotape format) in the University of Alberta Education Audio Visual Media Centre Library, where it has been used as an introductory instructional videotape for undergraduate and graduate students in Educational Psychology. A copy of the videotape was also requested by Westfield Diagnostic and Treatment Centre, where it has been used for in-service and public informational purposes.

In an effort to examine the influence of the film on viewer attitudes toward the juvenile offender and how he should be treated, 80 subjects were randomly selected and assigned to experimental and control sub-groups.

On the basis of research findings by Hovland (1955), showing that a pre-test reduced persuasive effects of audiovisual communications, and recommendations put forth by Schramm (1972), Campbell and Stanley (1963) and Insko (1967), a post-test only control group design was used.

The intent of the study was to examine the influence of the "Westfield" film (in videotape format) on:

a) viewer evaluations of the juvenile delinquent (as measured by the evaluative factor of the Semantic Differential);

b) viewer attitudes toward punishment of the juvenile delinquent [as measured by a Thurstone-based attitude scale, developed from one used by Kelman and Hovland (Insko, 1967) to measure the influence of an audio tape on attitudes toward punishment of juvenile delinquents]; and

c) viewer attitudes toward residential milieu treatment of juvenile offenders as a social action proposal [as measured by the Attitude Toward Any Social Action Proposal Scale (Shaw, 1967)].

The experimental group was informed prior to viewing the film that it was based on a treatment approach for juvenile delinquents. Twenty (one-half of the subjects comprising the experimental group) were tested immediately after viewing the film and twenty were tested two weeks after exposure to the film. Control groups were tested at the same time intervals.

Attitude was defined for study purposes as:

> a relatively enduring system of affective evaluative reactions based upon and reflecting evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects. (Shaw, 1967, Chapter 1)

Shaw (1967) accepted the usual analysis of attitude as involving affective, behavioral and cognitive components but believed that these components were related in a manner different from that described in some former approaches. He believed that attitude could best be viewed as a set of affective reactions toward the attitude object, derived from the concepts or beliefs that the individual has concerning the object and predisposing the individual to behave in a certain manner toward the attitude object.

Reviewing present and traditional conceptualizations of attitude, Shaw (1967) noted that most were adequate regarding the descriptions of attitude, however, did not explain the process by which attitudes were formed and changed, nor did they relate in any simple way to techniques of measurement. On the basis of an eclectic approach, abstracting commonalities from, and integrating existing formulations, he advanced the preceding definition and presented a catalog of attitude scales which adequately measured attitude as defined. From this catalog the three scales used for this study were selected. Specific reliability and validity data regarding scales used are presented in the chapter on Study Design and Methodology.

Multiple t tests were used to compare experimental and control group means. For a post-test only control group design of this nature Campbell and Stanley recommended:

> The simplest form would be the t test.
> This design is perhaps the only setting
> for which this test is optimal.
> (Campbell and Stanley, 1963, p. 26)

Limitations of the Study

Limitations concerning the production of the film were primarily those of "camera produced" reactive effects which had to be overcome to achieve a realistic and representative portrayal. In this regard, a small film crew, involving one cameraman, one light and sound man, one technical producer and the author, was used. Time was allowed prior to actual filming for children and staff to get comfortable with the presence of the camera. Filming took approximately two weeks and involved approximately fourteen hours of film footage. Editing the film to fourty minutes permitted an adequate deleting of coverage that reflected reactive effects induced by the presence of the camera and crew.

A major methodological problem regarding the examination of the influence of a film on attitudes is that of experimental demand characteristics. Demand characteristics are considered by Insko to be

> the totality of cues which convey an
> experimental hypothesis to the subject.
> (Insko, 1967, p. 6)

Insko (1967) recommended the use of an after only rather than a before-after research design to minimize this limitation.

Additional considerations built into the study design to reduce demand characteristics (Klapper, 1967; Schramm, 1972) included:

a) use of the Semantic Differential Potency and Activity factors to disguise experimental intent;

b) assurance that responses would remain anonymous; and

c) assurance that differences of opinions were to be expected.

Difficulty operationalizing and measuring "attitude" as a construct constituted a limitation of the study, as did the lack of examination of longer term effects of the film. In addition, the study design did not control for all possible social mediating variables influencing the experimental group and limited the generalizability of findings in view of the samples and settings selected for viewing purposes.

Finally, the study focused on the influence of the videotaped film "Westfield" on viewer "attitudes" but did little to explore its impact on viewer behavior.

Organization of the Thesis

Following the introduction of the nature and purpose of the thesis in Chapter I, a review of the literature related to residential milieu treatment of emotionally disturbed and delinquent children and attitude change as a result of filmed communication are discussed in Chapter II. Chapter III contains an outline of the treatment program at Westfield. Chapter IV describes the study design and methodology used. Chapter V outlines the filming rationale developed for the project. Data gathered from administration of attitude scales is presented in Chapter VI. Chapter VII contains study conclusions and implications.

Chapter II

A Review of Related Literature

Residential Milieu Treatment of Emotionally Disturbed and Delinquent Children

The Hall Royal Commission, in its 1962 brief to the Canadian Mental Health Association, made what it called a very conservative estimate that between five and ten percent of all children show signs of mental and emotional disturbance. By the time children reach adolescence, the brief stated, the percentage of those showing emotional and social disturbance, ranging from psychotic behavior to those who have become disenchanted, alienated, hostile and full of fear will very probably have risen to fifteen percent.

The acuteness of the problem has been recently outlined in One Million Children - The Celdic Report, which stated:

> a) 12% of the population up to 19 years of age, or no less than one million children and youth in Canada today require attention, treatment and care because of emotional and learning disorders.
> b) In any other field, a problem of this magnitude would be heralded as an acute epidemic or national disaster.
> c) We deplore the fact that the specialized clinic or specialist all too frequently assumes no responsibility for treatment and the parents are left to start their difficult search again.
>
> (The Celdic Report, 1970, p. 1)

W. R. N. Blair (1968) conducted a study in the province of Alberta, designed as a critical examination of all provincial aspects of mental health. The Report described regionalization of existing services as most insufficient and outlined the following as essential for providing an adequate standard of care and treatment in a region:

a) diagnostic and assessment service

b) in-patient treatment facilities

c) day patient and out-patient treatment in association with special classes in the school system

d) emergency service seven days a week

e) supportive and rehabilitative services in the community.

Treatment of emotionally disturbed and delinquent children was described as requiring the provision of space, which is not always present at conventional hospital or institutional settings. Suggested as a facility for treatment was a small cottage-type unit which, as part of an overall treatment approach, could meet diagnostic, treatment and educational needs of such children.

Basic to the approach recommended in the Blair Report is the concept of therapeutic environment in which life for each child is planned toward the resolution of conflicts, the development of ego strengths and the adoption of standards of behavior.

Redel (1959) demonstrated that a great number of factors essential in this regard can be subsumed under the term "milieu".

Jones (1953) indicated that children separated from their communities and families need an institutional environment that is focused as much as possible on the "reality" world of living, with the key difference being a greater number of prescribed personal relationships than the child might have in his own community.

Some Recent Research Findings

Phelan's (1962) research on the meaning and use of the therapeutic environment in a large residential milieu treatment agency, led him to conclude:

> The environment necessary for treatment must be an accepting one in which normal standards are high, one that communicates a feeling of security to the child that results in self-expression and learning as well as insight concerning interpersonal problems.
> (Phelan, 1962, p. 3)

Lassiter (1966) outlined the following goals in the residential care of emotionally disturbed and delinquent children:

a) a relationship based on trust
b) safe limits on impulsiveness and aggression
c) a respect for the child's needs for individuality and autonomy.

Dubois (1967) described the essentials of a residential treatment program as involving:

> a) firm external controls
> b) provision of an on-campus school specifically tailored to the needs of each child
> c) exposure of the child to mature consistent and responsible adults who could provide warm yet firm relationships with the child.
> (Dubois, 1967, p. 30)

Within such an interdisciplinary approach the duties of all participating disciplines within the institution must be clearly defined and coordinated, in addition to being flexible to the needs of the individual child. This requires administrative sensitivity at all times to the population being served and to the resources of the staff. (Phelan, 1962)

Goldsmith (1963), in his article on treatment as practised at Cedar Knolls School in Hawthorne, New York, stated mental healing to be the result of interaction in residential treatment programs for children, involving hour by hour management in all phases of living. The milieu was seen as constituting the attitudes of personnel around the child forming a psychological atmosphere.

Allerhand, Webber and Haug, in their research in 1966 on fifty poorly adapting boys at Bellefaire (an institution in Cleveland), indicated a relatively high degree of success using a residential treatment model, both within Bellefaire and at follow-up, despite the severity of disorder within the institutionalized population.

In Alberta, the author (1973) conducted a follow-up study on all graduates fourteen years of age and over at Westfield Diagnostic and Treatment Centre in Edmonton. Treatment "success" was defined in terms of successful adaptation to the community following discharge. Findings showed 77% of the graduates living in community placements. The remaining 23% were in institutions for juvenile or adult offenders. Fourty-six percent of the graduates were enrolled in community schools, with the majority taking vocational or pre-vocational programs; while 19% were not working nor attending school. Significant post-treatment problem areas identified by the Mooney Problem Check List included social-psychological relations and home and family.

Also embodied in this study was an attempt to relate pre-treatment, treatment and post-treatment variables to successful adaptation in the community following discharge.

Findings of the author's research resulted in the following conclusions, interpretations and recommendations. Many of these findings provided important imputs with regard to film production.

1. Emotionally disturbed and delinquent children have developmental and behavioral problems in conjunction with unresolved situational conflicts. The up-grading of skills and competence of those who deal with the protection of such children should be encouraged to enable preventative and crisis counselling services in times of situational stress.
2. Special focus and consideration should be given to post-treatment placement and follow-up services. Situational factors following discharge were found to often quickly "undo" what had been accomplished in residential treatment. Findings pointed to a need to educate the public in the hope of reducing discrimination against the ex-juvenile offender.
3. Findings indicating that adaptation to institutional en-

vironment did not forecast post-treatment adaptation suggested a need to look carefully at criteria used to judge when a child is ready for discharge. Suggested was a need to place greater emphasis on criteria such as ability to assume responsibility independently, self concept, positive attitude and planning for the future and life skills developed, etc.

4. The staff-child relationship and ability of staff to facilitate meaningful contact with the children appeared to be an important predictor of post-treatment adaptation. Staff should be involved in in-service programs of a theoretical and experiential nature to better understand and deal with the needs of emotionally disturbed children. As suggested by Paterson, Sawatzky and Oliva (1972) these programs should be conducted by highly qualified people (and use the most effective teaching aids).

5. Staff role functions should be examined utilizing frequent coordinating meetings and communication labs to ensure effective staff interactions.

6. Family involvement in treatment was found to correlate significantly with successful adaptation following discharge and should be emphasized.

7. Research in this area has indicated that children in residential treatment suffer more from character defects as a result of distorted relationships with parental figures or identifications with poor adult models, than internalized

conflicts which characterize neuroses and psychoses. These findings suggest a therapeutic orientation utilizing "ego supportive" and relationship therapy. It would seem that these children are first and foremost at odds with their environment and only secondarily at odds with themselves.

In a recent survey involving interviews with Directors of Alberta's Residential Treatment Centres, McAra and Paterson (1974) pointed to a need for public informational educational materials in this area.

Some Related Research on the Medium of Film and Affective Perception

Extensive research by Hoban and Van Ormer (Reid and MacLennan, 1967), summarizing the findings of over 200 experiments on instructional film and television, has established the conclusion that audiovisual products can teach. Maddison (1966) also has stressed the teaching potential in film.

Schramm (1972) has indicated that perception through film can provide experiences that are unavailable in traditional forms of instructional presentation.

McLuhan has stated:

> All media are extensions of some human
> faculty psychic or physical.
> (McLuhan and Fiore, 1967, p. 26)

As such, media are also constitutive. If cognitive growth is partly dependent upon the internalization of new images and representations of the environment, as suggested by Bruner (1964), then an important function of film is the extension of man's capabilities for interacting with his environment.

If attitude, as defined for the purposes of this study, is essentially a set of affective reactions which can be altered by new representations or beliefs about a class of social objects (Shaw, 1967), then a potential function of film might be to facilitate the formation of positive and constructive public attitudes toward the juvenile offender and how he should be treated.

One generally accepted theory of attitude change which conceptually incorporates the medium of film is that of reinforcement theory.

The Reinforcement Theory of Attitude Change

The reinforcement theory of attitude change has received greatest emphasis from the work of Hovland and his associates in the Yale Communications Research Program. The theory, as set forth by Hovland, Janis and Kelley (1953), draws mainly upon the principles of learning developed by Hull and is adapted to complex forms of social behavior by Miller and Dollard and Doob. The essence of the theory is that attitude change results from learning produced through reinforcement.

Related to the medium of film, Hovland has asserted that one of the main ways in which persuasive communication gives rise to attitude change is through the production of related opinion change. Opinions are defined as interpretations, expectations and evaluations - such as beliefs about the intentions of other people, anticipations concerning future events, and appraisals of the rewarding or punishing consequences of alternative courses of action. Pryluck and Snow (1967) have pointed out the many levels of input that film provides as a means to alter opinions. They view information presented in a film as being divided into two classes: digital and analogical. These correspond roughly to the distinction between verbal and nonverbal content. Two digital channels are distinguished as the audio verbal and the video verbal. Four analogic channels are distinguished as the audio nonverbal, video nonverbal, audio paraverbal and the video paraverbal. Each is capable of independent transmission of interpretations, expectations and anticipations which Hovland, Janis and Kelley have described as ingredients of opinion change.

Insko (1967), writing on the "learning" of new opinions as a process in reinforcement theory, regards the persuasive communication as a compound stimulus which gives rise to a question and suggests an answer. When exposed to a persuasive communication, Insko (1967) described the individual as reacting with two distinct responses: to think of his own answer to the question, and the answer suggested by the communication. He saw the acceptance of a new opinion as contingent upon the incentives that are offered in the communication.

Reinforcement theory has pointed to attention, comprehension and acceptance as three variables important in the acquisition of new opinions. Before an individual can be persuaded by a communication, it is obviously necessary that he first attend to it. Even if a communication is attended to, however, it may not be persuasive if the individual is incapable of comprehending or assimilating the new information. The principles of learning concerned with attention and comprehension are assumed to operate in persuasion in the same manner as they operate in ordinary instruction. Hence, many of the hypotheses which relate to effective instruction will also relate to effective persuasion. Instruction differs crucially from persuasion in that acceptance is usually taken for granted in the classroom situation. Assuming that attention to and comprehension of a communication have occurred, persuasion will depend upon acceptance.

These variables are also relevant to the medium of film. Research by Klapper (1967) and Schramm (1972) has supported the conclusions that films can command attention, can teach, and can facilitate the acceptance of opinions communicated. Acceptance of opinions communicated, however, tends to be rather specifically related to the information and techniques of communication used within the film.

Within the reinforcement theory conceptual framework, the occurance of acceptance is dependent upon incentives in the form of arguments or reasons why the advocated point of view should be accepted; or the persuasive communication may arouse expectations of phenomena that are reinforcing (incentives) or that in the past have been associated with reinforcement.

Hovland, Janis and Kelley do not attempt to catalog all of the expectations that might conceivably affect acceptance, but they have singled out three as being of major importance:

1. The expectation of being right or wrong. In the past, being right has usually been associated with various types of rewarding circumstances. Conclusions advocated by an expert will, other things being equal, be more readily accepted.
2. The expectation of manipulative intent will influence the acceptance of an advocated conclusion. Being influenced by someone who has something to gain has in past research been associated with non-reinforcement and feelings of exploitation. Communication coming from an untrustworthy source is not likely, therefore, to be accepted because it arouses the expectation of manipulative intent which has been associated with non-reinforcement.
3. The final type of expectation outlined by Hovland, Janis and Kelley is the expectation of social approval or disapproval. Social approval is seen as rewarding; thus, anything in a communication which indicates that the acceptance of the advocated conclusion will lead to social approval should facilitate the acceptance of this conclusion. Since prestigious individuals may be seen as indicators of social

climate, conclusions advocated by these individuals may arouse the expectation of reinforcing social approval and thus, produce acceptance or agreement.

Insko (1967) isolated source credibility as one area of research showing a high degree of consistent emperical findings concerning acceptance of a communicated message, as viewed within the reinforcement theory framework.

> In view of the high degree of consistency in source credibility literature we can safely generalize that a high credibility source will be more influential than a low credibility source. (Insko, 1967, p. 48)

Since receiving information from credible sources has, for most everyone, been associated with reinforcement, conclusions advocated by credible sources will be more readily accepted. Insko (1967) described an interaction effect between source credibility and communicator-communicatee discrepancy, suggesting that a lack of or a moderate communicator-communicatee discrepancy regarding positions advocated will heighten source credibility influence.

Whether the image on film is a credible copy of the reality that is in fron of the camera or whether, instead, it creates a separate reality of its own is a point of contention among film theorists. A strong proponent of the image as representative of the photographed reality is Bazin (1967). He stated:

> This production by automatic means has radically affected our psychology of the image. The objective nature of photography confers on it a quality of

> credibility absent from all other picture-making. In spite of any objections our critical spirit may offer, we are forced to accept as real the existence of the object reproduced, actually re-presented, set before us; that is to say, in time and space. Photography enjoys a certain advantage in virtue of this transference of reality from the thing to its reproduction. The photographic image is the object itself, the object freed from the conditions of time and space that govern it. No matter how fuzzy, distorted, or discoloured, no matter how lacking in documentary value the image may be; it shares by virtue of the very process of its becoming, the being of the model of which it is the reproduction; it is the model. (Bazin, 1967, p. 13-14)

Perry (1971) argued convincingly for the opposite viewpoint.

> Simply stated, the argument I wish to make is that the cinema experience is totally unique and in no sense an experience available prior to, or apart from, the cinema. There is no such thing as the camera which acts as a recording device, reproducing some world which exists in front of the camera. The world on the screen is a world constituted by cinematic process, regardless of the degree to which it seems faithful to the world supposed to exist in front of the camera.
> (Perry, 1971, p. 110)

Related to Hovland, Janis and Kelley's position, however, film does offer a means of conveying the opinions of many experts in a short period of time.

Although most behavioristic reinforcement theorists would not support him, Insko (1967) has stated:

> One could argue that the word "reinforcer" ought to be reserved for those stimuli

> that involve or evoke at least some degree of positive affect or reduction of negative affect... (Insko, 1967, p. 62)

Reduced fear of juvenile delinquents would be a possible "reduction of negative affect" potentially achievable using classical conditioning within the medium of film.

A Comparison of Major Theories of Attitude Change

Briefly comparing the major theories of attitude change as outlined by Insko (1967), it is apparent that many of the theories are characterized by one or both or two emphases, the importance of reward, reinforcement, or need reduction and the importance of consistency. An emphasis on reward or need reduction is seen in reinforcement theory, logical-affective consistency theory, affective-cognitive consistency theory, psychoanalytic theory and the type theories. An emphasis on consistency is seen in logical-affective consistency theory, congruity theory, belief congruence theory, affective-cognitive consistency theory, and dissonance theory. In addition, many other theories make more minor use of these explanatory concepts. Inoculation theory, for example, deals with threat reduction and reinforcement theory, as previously outlined, deals with attitude change as a consequence of opinion change. Threat reduction is a kind of reinforcement, and attitude change following opinion change is a movement toward consistency.

In view of the pervasiveness of these two principles, it is not surprising that an attempt has been made to reduce one to the other in the interest of theoretical parsimony. Hovland and Rosenberg (1960) argued that the motivation to reduce inconsistency can be explained on the basis of reinforcement-produced learning. They stated that this learning can occur as a consequence either of adaptation to the environment or of deliberate social training. If the individual adapts successfully to the environment, he will have to achieve consistent relations between his feelings, beliefs and behaviors; otherwise, conflicts could not be resolved in a manner productive of reinforcement. Eventually, consistency may itself become a rewarding state of affairs and, thus, be a learned incentive. Following this line of reasoning, reinforcement theory was selected as a framework for examining the influence of the author's film on viewer attitudes.

The Influence of Audiovisual Media on Attitudes: Some Research Findings

Ramseyer's study (1938) on social attitudes as influenced by documentary films strongly indicated that a motion picture can influence specific attitudes if the attitudes to be changed are closely related to the content of the film and if the film conforms to the social norms of the audience. He stated that if a film tried to promote an attitude in conflict with the social norm, it might result in a "boomerang" effect, actually reinforcing the existing attitude instead of changing it. This result was seen in the study by Cooper and Dinerman (1951). A study by Wilner (1950) found that southerners viewing the film "Home of the Brave" were not persuaded to change their attitudes toward the Negro, but actually had their prejudices reinforced. These findings have also been noted regarding the recent television series "All in the Family".

Fearing (1950) found that films on venereal disease and malaria were effective in changing the attitudes of naval trainees and college students in the direction advocated by the films. Meierhenry (1952) reported Peterson's doctoral dissertation on the effectiveness of selected films in modifying the beliefs of high school students toward the United Nations and its activities. As measured by a specially prepared scale, the films changed students' beliefs positively as compared with incidental teaching about the U. N. in control schools.

Using a combination of film and closed-circuit TV, presentations in teaching a university "Introductory Education" course, Driscoll (1957) found that students' attitudes toward teaching as a profession were altered significantly over the method that used conventional non-visual methods.

Kelman and Hovland (Insko, 1967) examined a taped communication which advocated a more lenient treatment of juvenile delinquents from three sources. First, as attributed to a high credibility source (a judge in a juvenile court who was also the author of several authoritative books on juvenile delinquency); secondly, as attributed to a low credibility source (a dope peddlar out on bail); and thirdly, as attributed to a neutral source. An attitude scale, adapted from the Thurstone Attitude Toward the Punishment of Criminals scale, taken after the communication indicated that subjects exposed to the high, neutral and low credibility sources differed significantly in the expected direction.

Klapper (1967) in a paper entitled Mass Communication Attitude Stability and Change (Schramm, 1972) concluded that mass communication ordinarily serves as an agent of reinforcement for attitudes the audience already possesses. His research indicated that a significant change in attitude would result under two conditions:

a) when the film enhances social mediating and individual predispositional factors (selective perception and retention) that reinforce the attitudes in question under normal circumstances, and
b) when the above stated mediating factors are inoperative, as in the case of exposure to an entirely new topic.

Some Recent Studies Involving Production and Assessment of Film

In 1974,Razik conducted a study involving psychometric assessment of the cognitive and affective impact of media. The purpose of this study was the design, execution and evaluation of a recruitment and education program in rehabilitation counseling.

It was assumed that the target population for which the film was intended would have little, if any, knowledge of rehabilitation counseling as a profession and the employment opportunities which exist for trained personnel. The film, therefore, was intended to introduce the basic philosophy and the professional aspects of rehabilitation counseling, as well as create favourable attitudes towards the profession. In order to achieve these goals, it was necessary for the film content to appeal to the audience on both the affective and cognitive levels.

The production of the film involved three basic parts: prologue, main body and epilogue. The prologue consisted of abstract visuals and sound with a poetic narration to introduce the general problem of disability and rehabilitation. The main body of the film presented the role and function of the rehabilitation counselor in different professional dimensions. This was accomplished through a realistic portrayal of three counseling situations with stress placed upon the intellectually challenging aspects of the counselor's role. The epilogue relayed the need for trained professionals in rehabilitation counseling and encouraged students to investigate the opportunities which exist in the field.

Since both informational (public information) and affective (recruitment) dimensions of the film's impact were to be investigated, two kinds of instruments were constructed; one to assess cognitive effects, the other to assess affective effects. The cognitive instrument consisted of 22 multiple-choice items and the affective instrument consisted of two sub-scales in Semantic Differential form. One affective subscale consisted of a series of fifteen bipolar dimensions (rewarding - unrewarding, boring - interesting, etc.) along which the field of Rehabilitation Counseling was to be rated. The other subscale called for the concept of 'disabled person' to be rated along 21 bipolar dimensions.

A random selection of high school seniors and graduate college students was used in a 'post-test only control group' design.

Conclusions indicated:

a) that the film was a good medium for providing information about rehabilitation counselling to the public in general and to students in particular; and

b) that the film helped those viewing it generate more positive attitudes toward rehabilitation counseling and disabled persons.

The present author (1974) produced an educational and public informational film portraying a community-based education program for adult offenders at Grant MacEwan Community College in Edmonton (the Attorney General's Special Project, 1973-74). The purpose of the study was to examine the degree to which the film entitled "Doing Time" representatively portrayed the A.G.'s Special Project, as rated by an independent panel of expert judges. Baker (1973) had supported the use of expert judgments and inter-rater reliability as a means of gaining validation data on audio-visual products.

Using a small film crew with location filming at the Fort Saskatchewan Correctional Institute and at Grant MacEwan College, the film examined the educational model, attitudes and methods involved in the A.G.'s Special Project.

A rating scale was developed, using Kiesler's (1967) guidelines, to assess film representativeness at two levels:

a) a cognitive level, involving the degree to which the film validly portrayed project purpose, objectives, roles and realization of objectives; and

b) an affective level, involving the degree to which the film validly portrayed the feelings and attitudes of inmates and staff involved.

The author concluded that the film "Doing Time" offered a relatively accurate look, from the inside, at a new and potentially promising approach to the treatment of crime. The affective components were judged to be more effectively portrayed than were the cognitive components. Music composed for the film was rated as a very effective means of "representatively" reflecting feelings and attitudes of inmates involved in the project.

To conclude this section, Salomon (1970), examining the role of film and television in research, has stated:

> Research on media needs to be closely related to research in other areas such as human development, individual differences, etc. ... and to become part of them ... The ultimate goal of research is understanding. Without this we have a mere accumulation of devices and significant differences which add up to very little. (Salomon, 1970, pp. 33-34)

Summary

Reviewing some recent research in the areas of residential milieu treatment of disturbed and delinquent children and the influence of film on viewer attitudes, it was the purpose of this chapter to outline the conceptual framework within which the film "Westfield" was produced.

An attempt was made to merge some research findings in the areas of:

a) filmed communication, its process and effects, and

b) filmed communication, attitude stability and change.

Chapter III

Westfield

The Setting

On August 1, 1964, a pilot project to study and put into practice porposed concepts for a Diagnostic and Treatment Centre for emotionally disturbed and delinquent children became operational, in Edmonton, Alberta, Canada. The project layed the ground work for the construction of a residential treatment centre for emotionally disturbed and delinquent children. The centre was completed July 24, 1967.

Basic to this philosophy of treatment at Westfield is the concept of therapeutic environment or milieu treatment.

The complex is not isolated from the community but located within the City of Edmonton in Alberta. It is of modern architecture so as not to stand in stark contrast to surrounding homes, and consists of three treatment units, three smaller cottages, an administration building with an adjoining school, a recreation building and group homes.

The grounds are landscaped to include small playgrounds, a skating rink, a sports field, a covered walkway extending between units, and several small patios.

Planned architecture in the units follows a ranch style decor with high beam ceilings, a large kitchen, dining and living area with an open fireplace, a craftroom, a small gym, a workshop, sewing and laundry rooms, staff rooms, an office, a piano room and two dorms - one for males and the other for females. There are mainly single rooms with the shared rooms containing no more than three persons. Cottages are constructed along the same style, although smaller and perhaps more like other homes in the community.

Seven group homes - five for boys and two for girls - are located in the community but staffed and administered through the Centre.

The Type of Child Treated

All children who are admitted to the Centre are the responsibility of the Director of Child Welfare of the Department of Health and Social Development, and are categorized in one of the following classifications:

a) Permanent wards - includes all children whose parents or guardians have relinquished all their rights to the welfare of that child and the courts decide this step to be in the best interest of the child.

b) Temporary wards - includes children who have appeared before a Juvenile Court, where a decision for wardship has been made on grounds of parental neglect or lack of control or delinquent behavior by the child in the home, community or school. In the case of temporary wardship, the parents retain involvement but have no jurisdiction over the child. The child can be a temporary ward for three years.

c) Non-ward care - includes children whose parents have requested the Director of Child Welfare to accept responsibility due to their inability to cope with their child's behavior at home, school or in the community.

All children classified as permanent or temporary wards must be classified as such through court order, whereas children on non-ward care are classified through the signing of an aggreement between the parents and the Director of Child Welfare.

All referrals to the Westfield Diagnostic and Treatment Centre must be initiated through any of the regional offices of the Department of Health and Social Development and involve completion of a case study application which is then forwarded by the Admissions Committee. Applicants forwarded by the Admissions Committee are interviewed along with their family by the intake social worker at the Centre, who, along with the Director, unit or cottage social worker and school principal, form the Centre's Admission Committee.

The Living Units at Westfield

At Westfield Diagnostic and Treatment Centre the unit or cottage is the living unit for the child. There are two open units which house approximately twenty children and one closed unit with locked doors for children who need a more structured setting because of their inability to maintain themselves in the less structured settings throughout the rest of the complex or because of their history prior to admission. This unit houses approximately twelve children. Ages of children in units usually range from about 12 to 16 or 17 years.

The cottages offer less institutional programming and structure, and cater to the younger children or those ready to cope with more responsibility but perhaps not quite ready for a community setting. There are three cottages which house approximately ten children, from as young as 2 or 3 years (although admissions this young are rare) to 14 or 15 years.

The group homes are designed to meet a variety of needs:

a) They are a resource for permanent wards who have been through a series of foster homes which have failed, and find group homes less threatening since they can first relate to the peer group in the home.

b) They are a resource for temporary wards or non-wards in cases where the child may still be having some interpersonal relationship problems that need to be worked out before he or she is able to return to the parents.

c) They are a resource for children who are still in need of a great amount of emotional support while they are making the adjustment to community and family living from a more structured institutional setting.

Their schooling and recreational activity is all community based, with a social worker from the Diagnostic and Treatment Centre maintaining contact with the schools and the community resources as well as acting as a liaison with the social workers at the regional office.

Staff Roles and Responsibilities

The staff at the Centre consists of a director, social workers, a recreation director, child therapy counsellors, a nurse, houseparents, institutional service workers, cooks, a supply clerk, and stenographic and clerical office staff. Consultants consist of a psychiatrist, psychologists, a pediatrician-neurologist, an endocrinologist, an ophthamologist and several dentists. There are also staff members from the Department of Public Works employed at the Centre for caretaking, maintenance, carpentry and gardening.

Each unit or cottage is headed by a social worker whose responsibilities include:

a) contact with regional office social worker as well as others involved with the child and his family.

b) supervision of the Child Therapy Counsellor II employees and indirectly all employees in the unit or cottage.

c) general administration of the unit or cottage as outlined by the director.

d) liaison with other members of the treatment team, psychiatrist, psychologist, school officials, physician, nurse and child therapy counsellors. The social worker attends all case conferences involving children under his supervision and reports on social history, individual and group casework, and family therapy.

e) coordination of up-to-date records of all children in the unit or cottage and submission of regular progress reports to people concerned.

f) staff placement and assessment in the unit or cottage.

g) organization and coordination of regular staff meetings and participation in in-service staff development programs.

h) initiation and maintenance of contact with families of children in the unit or cottage, instituting family therapy wherever indicated.

i) facilitation of community contacts for the child.

j) group therapy and facilitation of therapeutic encounter of staff and children.

One of the social workers serves as a coordinator and consultant for intake, volunteer programs, and family therapy.

Working with the social worker in the units are treatment teams headed by a Child Therapy Counsellor II employee. The team approach with the units was not part of the original philosophy of the Centre, however, was experimented with in 1968 and adopted in 1970. Advantages of a therapy team approach within the unit were felt to include increased consistency with the children, as well as increased staff coordination and balance.

Responsibilities of a Child Therapy Counsellor II employee includes:

a) supervision of a staff of Child Therapy I workers on a shift basis
b) maintenance and development of an environment necessary for therapeutic programming
c) observation and recording of the day-to-day experiences of each child which are pertinent to the child's development
d) attendance at case conferences and coordination of residential reports relevant to the case under discussion
e) understanding the philosophies, concepts and goals of therapy programs within the unit and imparting the philosophy to employees under his supervision
f) evaluation of staff members and volunteers working on his team.

Responsible for carrying out the bulk of the therapeutic interaction are the Child Therapy Counselor I employees, whose responsibilities include:

a) providing and sustaining a home and family-life environment.
b) establishing and supervising a realistic home of daily routine.
c) assisting in and planning leisure time programming.
d) facilitating the establishment of good personal habits among the children.
e) meaningful participation and understanding of all facets of unit programming.

f) reporting regularly to the Child Therapy Counsellor II on progress and difficulties of each child's adjustments.

g) reporting monthly and at case conferences on group living progress of assigned cases.

Responsibilities of Housemother II's and I's in the cottages roughly parallel those of the Child Therapy Counsellors, in addition to including cooking and other domestic responsibilities. Houseparent responsibilities in the group homes are similar to those of foster parents.

The School

The school program at Westfield Diagnostic and Treatment Centre is operated by the Institutional Services Branch of the Edmonton Public School Board. The school staff consists of a principal, a vice-principal and teachers. The school is basically of a remedial nature, individually designed to help the child overcome his learning problems, as well as his classroom behavior problems. Included also are ~~craft~~ and outdoor education programs. The classes are kept small, usually under ten, to maximize individual lesson planning. A success orientation is stressed with little emphasis on grading or failure. Children are placed in classrooms so as not to feel out of place on the basis of age, size or learning ability. An individual program for each student is planned and initiated through the media of scholastic ability test mechanisms.

The classrooms, architecturally, resemble the modern theme of the overall complex, yet have provisions to facilitate general re-development of deviant, non-integrative classroom behavior. Most classrooms are situated in the administration-school complex, with additional rooms in each of the three units. The closed unit has its school program within the unit.

Examining basic goals of the school program involves an analysis of priorities. Of initial importance in this regard is the development of social adjustment to the school environment. In light of progress shown in adaptation to the school environment, remediation, programmed on the basis of academic evaluation, is embarked upon. The intention of the institutional program is to bring about sufficient change in school behavioral and learning patterns so as to enable the child to be reabsorbed into community life. Remediation is, therefore, geared to "short term treatment" with movement to an outside school being encouraged as soon as the child has demonstrated that he can cope adequately with social aspects of his school setting and is sufficiently receptive to instruction. Community school placement is selected in light of resources available to meet the "long term educational needs" of the child.

Criteria for admission to the school includes residence at the Centre. Additional screening factors include severe physical or mental handicap. Children who appear to have the ability to function in a community school upon admission are encouraged to do so.

Initially, classes are organized primarily on a peer compatibility basis with additional consideration given to social history and residential group living assessments. Subsequent reorganization involves learning levels and individual learning needs.

Individual student assessments constitute the basis for educational planning and are formed by pooling essentially three data inputs. Of initial consideration are past educational records which are requested as intake requirements. A second input is provided by psychometric testing data obtained by the psychologist and presented at each case conference. A third input is that of the teacher's observation and assessments. At case conferences, learning capacity is compared with achievement, with the resulting discrepancy providing the focus for remediation.

To attain the short term objectives of the school program at the Westfield Diagnostic and Treatment Centre emphasis is placed on gratification and predictability. Some of the principles incorporated within this philosophy include:

a) individual teacher contact
b) reduction of confusing classroom stimulation
c) establishment of realistic working levels in various

subjects

d) simple progression in learning

e) avoidance of excessive frustration and anxiety

f) consistency

g) structured and directed activities for those who need it

h) allowance for individual differences

i) balancing academic work with craft, shop, recreational and social activities.

In addition to focusing on the learning problems of each individual, the school setting provides an extended milieu in which to increase therapeutic impact and evaluate treatment objectives. Consistency of school and residential objectives are assured by case conferences every three months, at which time all disciplines involved coordinate an overall treatment plan. Despite this additional function, however, the role ofthe teacher is not confused with that of a counselor in the eyes of the children. The classroom is seen as a means of providing the child with tangible measurable evidence of his ability to achieve, progress and grow.

Treatment Philosophy

Westfield Diagnostic and Treatment Centre was established for the overall treatment of emotionally disturbed children. Children who are admitted have experienced little love or understanding of their feelings and needs from adults during most of their childhood. Although some appear capable and healthy, these children usually feel worthless, hopeless and distrustful of themselves and adults. In contrast with other children, their time energies are not spent in learning and growing but instead in hiding their true feelings, avoiding close relationships with adults and provoking adults into rejecting them as did their parents. To provide a program for such children necessitates the creation of environment within which treatment can be functionally implemented. The personalities and behavior of emotionally disturbed children are distinct from other community children since, in most cases, these reflect anger and problems in dealing with their inner feelings. The underlying motivation of such behavior and treatment of the same creates a need for fundamental understanding of principles of child development and growth.

Westfield Diagnostic and Treatment Centre begins with the needs of the individual child. The combination of professional assessment data made available in case conferences and interaction of those in the environmental setting provide the ingredients for the establishment of a therapeutic milieu. The program at Westfield does not recognize the principles of change in youngsters' behaviors as resulting from any one discipline's contribution but rather the contribution of all disciplines as members of a team, continually assessing the positives and negatives of personality and character formation, and prescribing the necessary treatment direction within the therapeutic community.

Each child is case conferenced every three months, at which time assessment is made in terms of his total makeup, including his perceptions of himself, his behavior and social adaptation within the therapeutic environment and his home setting, with the ultimate objective of returning him to his home community as a responsible and productive person. Attending case conferences are the director, social worker from the Centre, the regional office social worker, the psychologist, the psychiatrist or other consultant personnel who may be involved, the teacher and principal or vice-principal from the Centre, the school psychologist and teacher if the child is attending an outside school, the child therapy counsellor and the nurse. Each member has a unique and distinct role in both assessing the sickness and health of each child's growth and in providing the necessary treatment and services to enable the youngster to overcome and/or adapt to his illness, both at the Centre and in his home community.

Conferences begin with the social worker from the Centre presenting a summary of social history and assessments regarding individual, group and family therapy. He is usually followed by a regional office social worker who discusses family contact and assessment. The child therapy counsellor discusses group living and social adaptation within the unit or cottage, while the psychologist's responsibilities center on his impressions as an outsider from interview and psychometric testing, and recommendations for therapeutic planning. The nurse provides an up-to-date medical report, including an assessment in all medically related areas, and the teacher reports on adaptation and learning achievement. From these various reports common themes are isolated and recommendations for therapeutic programming are tabled.

Common to each member of the residential treatment team is their capacity and need to establish a relationship with each child under care. This quality, combined with training and experience, is essential in achieving the goal - the development of the total personality of each child. Staff members in residential treatment must be secure in their own field of professional training and must be capable of participating with members of other disciplines in the recognition that the team and environment can create growth and change in the individual child. Such an interdisciplinary approach requires communication, coordination, interpretation, and proper assessment of the dynamic needs of the children under care at all times. Emphasis is placed on short term treatment with the return of the child to the community to live in a family setting. This placement might be the child's original family, and adoptive home, a foster home, a group home or an independent living situation.

The "therapeutic environment" (Westfield Diagnostic and Treatment Centre) is basically an accepting one and yet is designed with clearly defined expectations and consequences

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for behavior, intended to convey a feeling of security to the child, that results in self-expression and learning, as well as insight concerning interpersonal problems. Order is provided to lessen fears and anxieties so that potential for growth and adjustment can be realized. Volunteer involvement and community contact ensures an institutional environment that is focused, as much as possible, on the reality world of living.

Embodied within the concept of the "therapeutic milieu" at Westfield Diagnostic and Treatment Centre is a focusing on behavior. Basic to this theory is the altering of significant components of the social environment in which the child is interacting for the purpose of altering or shaping deviant behavior. Using a color system regulation of privileges and rewards within the units and cottages, specific behavior can be isolated and modified. The color system, ranging from red (confinement in a bedroom) to purple (unsupervised outings with extra allowance) with orange (unit confinement) and yellow (supervised outings) as transition colors, allows a focusing on specific behaviors with positive reinforcement for those which are socially adaptive and consistent consequences for those which are maladaptive. Points and star sub-systems serve to enable a further breakdown of color status in terms of specific behaviors, in addition to reducing the emphasis of aversive consequences embodied in the color system. In this way emphasis on positive reinforcement for adaptive behavior can be maintained. A third function of the point or star subsystem is to link more closely behavior with consequences. The color system is designed to enable the child to gain greater control over his own environment. By pointing out the cues to which he should react and by reinforcing him for such reaction, the child develops a greater repertoire of available behaviors which he can use as his color status permits more freedom and responsibility. As the child reaches green and purple, reinforcement is paired with social reinforcement similar to that which he will receive when he again enters the community.

Whereas etiology has its place in case conferences and individual, group and family therapy, emphasis in treatment within the units and cottages is placed on observable behavior. Dealing with behavior symptoms, as well as causes, is seen as important. It is not as important to know why a child smashes his head against a wall 80 to 100 times a day as it is to stop the behavior. In many cases real causes cannot be isolated or dealt with, and, for that reason, one can deal only with current behavior. The chance of new symptoms developing is diminished by the treatment of the major maladaptive behavior in that the symptom releif frees the child from limiting emotional side effects, making him more open to new experiences and sources of positive reinforcement. This approach within the units and cottages provides a clear and concrete approach to behavior for housemothers and child therapy counsellors, unclouded by the abstract concepts of many psychological theories. Within the Centre's treatment philosophy the relationship between feelings and behavior is seen as a transitive in that altering either one produces an effect upon the other.

Family Therapy

Family contact and involvement in treatment is seen as vital in overall treatment at the Diagnostic and Treatment Centre for a number of reasons:

1) Contact with the parents assures a continuous reality of parental proximity to the child.
2) Contact with the parents reduces the tendency to idealize absent or rejecting parents.
3) Contact with the parents reduces the tendency to shift negative feelings to surrounding parental substitutes.
4) Therapy with the family reduces the tendency to repress intrafamilial conflict areas.
5) Therapy with the family permits an attempt at modification of parental attitudes and handling of their children.

The family as a treatment unit is viewed as an interacting, dynamic system which is shaped by its members and in turn shapes its members. Treatment is seen as tuning in on the family system to learn how this system can distort or help the growth of the members of the family.

In cases where a child will not be going home, contact is initiated with other community placement possibilities.

Group Therapy

Group therapy or 'rap sessions' afford and opportunity to deal with the intensive pressures prodused by the dynamics of residential group living. Rap session objectives include:

1) to facilitate meaningful contact and participation of group members
2) to identify inner feelings and how they affect our behavior
3) to learn how to give and accept feedback from others
4) to overcome communication barriers
5) to facilitate awareness of how we handle and integrate affective and cognitive experiences.

Basic to rap session philosophy at the Westfield Diagnostic and Treatment Centre is the belief that statements of understanding precede those of confrontation, advice or instruction. Statements that simply reflect, without adding flattery or faults, are encouraged. All feelings are seen as legitimate with only acts being subject to judgment and control. Feelings are to be identified and expressed whereas acts may have to be limited and redirected. Orientations of mutual trust, joint exploration, openness and interdependence are encouraged with contact being on both verbal and non-verbal levels. Interactions are seen in terms of needs, values and feelings of participants, with feedback being:

1) descriptive rather than evaluative
2) specific rather than general
3) directed toward behavior which the receiver can do something about
4) solicited rather than imposed
5) based as closely as possible on the here and now
6) checked to ensure clear communication

To summarize treatment philosophy at Westfield, emphasis is put on modification of maladaptive behavior and meaningful relationships and communication.

The color system and point and star sub-systems allow a focusing on specific behaviors with positive reinforcement for those which are adaptive while, at the same time, defining clearly what is acceptable and unacceptable conduct. Purple and green colors indicate approved behavior; orange and red indicate unacceptable behavior; while yellow indicates tolerated behavior. Limits and consequences for behavior are clearly defined and firmly enforced.

Communication is based on the needs, values and feelings of participants and stresses conveyance of understanding. Help is given in a relationship of trust in the hope that both children and the residential staff will grow as a result of their interaction.

Chapter IV

Study Design and Methodology

Project Phases

The project involved three phases. Phase one was to research and design a formative rationale for the production of a film based on the treatment program at Westfield.

Phase two was to produce a film that representatively portrayed a) the residential milieu treatment model as practised at Westfield, and

b) the characteristics of juvenile offenders being treated at Westfield.

Phase three was to examine the influence of the film (in videotape format) on audience attitudes toward:

a) the juvenile offender,

b) punishment of the juvenile delinquent, and

c) residential milieu treatment as a way of treating the juvenile offender.

The formative objectives of phase one of the study were based on six years of work experience and research. During the period 1968 to 1972, the author worked in residence as a child therapy counsellor, social worker, psychologist and administrator at Westfield. In 1971 a follow-up study of graduates of the Centre, fourteen years of age and over, was initiated by the author. The study examined "treatment success" in terms of pre-treatment, treatment and post-treatment variables.

Also included during this time period was the production of a pilot videotape. This videotape, entitled "Love Works Here", was produced by the author and Dr. J. G. Paterson, Professor of Educational Psychology at U. of A., Edmonton, and was presented at the 1971 Canadian Guidance and Counselling Association Convention in Toronto. Feedback from the presentation was incorporated into final film production. The pilot film was retained and placed in film libraries at the University of Alberta and the Northern Alberta Institute of Technology for instructional and public informational use.

The final film production, entitled "Westfield", was produced by the author and Nick Bakyta through the facilities of C.B.C. Edmonton and U. of A. Education Audio Visual Media Centre in 1973. A videotape version was retained for U. of A. instructional purposes.

Subjects

The subjects used for the purposes of examining the influence of the videotaped film on attitudes toward the juvenile delinquent and his treatment consisted of 80 randomly selected students from Grant MacEwan Community College and Queen Elizabeth High School in Edmonton. Forty students were randomly selected from the Adult Prior Employment Program at Grant MacEwan and forty were randomly selected from grade eleven students at Queen Elizabeth High School. In both the experimental and control groups two sets of data were incomplete, leaving 38 in each group.

Design

On the basis of research findings by Hovland, Lumsdaine and Sheffield, showing that a pre-test reduced persuasive effects of films, a post-test only control group design was used. This decision was reinforced by arguments put forth by Campbell and Stanley, stating:

> While the pre-test is a concept deeply embedded in the thinking of research workers in education and psychology, it is not actually essential to true experimental designs .... Within the limits of confidence stated by the tests of significance, randomization can suffice without the pre-test.
> (Campbell and Stanley, 1963, p.25)

Insko (1967) had also supported the use of this design in the study of attitude change.

> This design has the advantage of controlling for everything that the before-after design does and, in addition, not creating the opportunity for a pre-test interaction to occur.
> (Insko, 1967, p. 5)

One-half of the subjects comprising the experimental group were tested immediately after viewing the film and the other half were tested two weeks following exposure to the film. The control subjects were assessed at the same time intervals.

Measurement and Instrumentation

A scale based on the Semantic Differential was developed and administered to tap evaluative attitudes toward the juvenile offender.

Although of relatively recent origin, the Semantic Differential has been employed in considerable research, which has contributed to its construct validation. Tests carried out at four age levels from the first grade to college showed that with increasing age, subjects tend to agree more closely with each other in the connotations of common objects (Anastasi, 1964). Intercorrelations and factorial analyses of different scales have revealed three major factors: evaluative, with high loadings in such scales as good-bad, valuable-worthless, and clean-dirty; potency, found in such scales as strong-weak, large-small, and heavy-light; and activity, identified in such scales as active-passive, fast-slow, and sharp-dull. The evaluative factor has been found to be the most conspicuous, accounting for the largest percentage of total variance.

Razik (1974) used the Semantic Differential in a study involving psychometric assessment of the cognitive and affective impact of media.

Triandis (1964) conceptualized attitudes as consisting of evaluations and intentions, and suggested that both aspects could be measured by the Semantic Differential.

Using five items, Osgood and his colleagues (1957) reported test-retest reliabilities ranging from .83 to .91 . Jenkins, Russell and Suci (1957) reported an average test-retest reliability of .97 for N=30.

Osgood et al. (1957) have presented evidence of validity as estimated by correlations with other scales. Correlations with Thurstone scales, including an attitude toward capital punishment scale, ranged from .74 to .82. Osgood (1957) demonstrated that the Semantic Differential correlated significantly with the Bogardus Social Distance Scale.

The four evaluative bipolar adjectives used for study purposes all loaded .75 or higher on the evaluative factor (Osgood, 1957).

A second scale to measure attitudes toward punishment of juvenile delinquents was developed by the author, using stems from an established Thurstone-like attitude scale entitled Attitude Toward Punishment of Criminals. Shaw (1967) described this scale as adequate for research purposes. The scale used was largely based on one devised by Kelman and Hovland (Insko, 1967) to examine the influence of a taped communication on attitudes toward punishment of juvenile delinquents.

On the Attitude Toward Punishment of Criminals scale, Lorge (Shaw, 1967) reported reliability estimates from .69 to .76, while Ferguson (Shaw, 1967) reported a range from .57 to .73 . Thurstone (Shaw, 1967) obtained a test-retest reliability coefficient of .66 following exposure to a motion picture dealing with a relevant topic, using a retest interval of two weeks.

The scale has demonstrated good content validity. Diggory (1953) reported that this scale correlated +.50 and +.30 with Thurstone's scale measuring attitude toward capital punishment. These correlations would suggest that the scale possesses concurrent validity.

A scale to tap attitudes toward milieu treatment as a social action proposal for treatment of juvenile delinquents was developed using as a stem an established Thurstone scale entitled Attitude Toward Any Proposed Action.

Remmers (1960) reported the following equivalent-form reliability coefficients for this scale when applied to these proposed social actions: abolition of compulsory military training in college, r .92; abolition of township trustees in Indiana, r .81; compulsory sex education for adults, r .70; divorce, r .81; social insurance, r .75; old age pensions, r .78; outlawing communism, r .78.

The Thurstone procedure used to construct the scale ensures a degree of content validity (Upshaw, 1965). Shaw (1967) has described the Attitude Toward Any Proposed Action scale as an adequate scale for research purposes.

The proposed social action was stated as placement of juvenile delinquents in a treatment rather than a detention centre. The centre was described as generally being unlocked and involving a residential and school counselling orientation.

Hypotheses

Three null hypotheses were stated for study purposes.

1. An examination of evaluative attitudes toward the juvenile delinquent would reveal no significant difference between the group having seen the "Westfield" videotaped film and the control group.
2. An examination of attitudes toward punishment of the juvenile delinquent would reveal no significant difference between the group having seen the "Westfield" videotaped film and the control group.
3. An examination of attitudes toward the concept of residential milieu treatment would reveal no significant difference between the group having seen the "Westfield" videotaped film and the control group.

Statistical Analyses

On the basis of recommendations by Campbell and Stanley (1963), regarding statistical analyses for a post-test only control group design, multiple t-tests were used.

Chapter V

A Filming Rationale

Introduction

Developing a rationale to describe the model of residential milieu treatment for disturbed and delinquent children lead the author to select the medium of film for a number of reasons.

Fleming (1970) had researched perceptual principles as they relate to the design of instructional audiovisual materials and had concluded:

> It should be clear by now that the behaviors labelled perception have consequences that extend far beyond themselves to learning, concept formation and problem solving.
> (Fleming, 1970, p. 190)

Roemer had argued:

> Only film renders experience with enough immediacy and totality to call into play perceptual processes we employ in life itself.
> (Roemer, 1971, p. 99)

Deren (1960) had stressed the potential available to use reality creatively through cinematography.

Considerations in Film Production

The general focus of the film was to examine the environment, attitudes and methods involved in residential milieu treatment at Westfield Diagnostic and Treatment Centre in Edmonton, Alberta, Canada.

Educational Value

The medium of film was selected because of its demonstrated potential (Schramm, 1972; Razik, 1974) to convey both the cognitive and affective treatment components involved in residential milieu treatment of disturbed and delinquent juveniles. There were no educational or public informational films on this topic in Alberta at the time of project initiation. For instructional convenience the film was retained in videotape format for use at the University of Alberta.

Idea

Reviewing recent literature (Schramm, 1972; Klapper, 1967; and Razik, 1974) it was the belief of the author that the medium of film provided an excellent educational avenue to portray the model of residential milieu therapy and the characteristics of young offenders being treated. Working from a central hypothesis that attitudes and behavior are largely a function of the stimuli to which an individual selectively attends, comprehends and accepts (Hovland, 1953, 1955; Gibson, 1959; Berlyne, 1960, 1971; Rogers, 1964; Christensen, 1964), it was felt that film offered a potential way of altering viewer perception of the young offender and how he should be treated.

Objectives

In addition to educational and public informational objectives, therefore, a primary objective of the film was to alter affective perception of the juvenile delinquent. Implications of this impact would mean a more favorable attitude a) toward the juvenile offender, and b) toward treatment rather than punishment of the young offender. With the model of residential milieu treatment being new to most viewers, it was predicted that individual predispositional biases against it would be reduced, allowing for a more positive perception of the program (Klapper, 1967). Implications of a favorable attitude toward the program would be a tendency for the viewer to reconsider previously held negative attitudes toward the juvenile delinquent and how he should be treated.

Content

To meet project objectives it was necessary for film content to appeal to the audience on both affective and cognitive levels.

The introduction was directed essentially towards the affective domain and consisted of an opening filmed sequence of two girls venting their frustrations and feelings in a counselling session with Dr. Paterson, a consulting psychologist at Westfield. This was followed by music and lyrics composed by the author to establish an emotional set aimed at conveying the feelings of a typical juvenile delinquent in treatment.

The main body of the film was directed toward both cognitive and affective portrayal. Main ingredients in the body of the film included:

a) interviews with treatment staff, focusing on their specific roles in the overall interdisciplinary treatment philosophy;

b) interviews with children and adolescents in all phases of treatment, looking at "life" and the program through their eyes;

c) in-action portrayal of milieu therapy, behavior modification, the education program, individual group, recreational and family therapy; and

d) musical "leads and cues" to underline emerging themes and impressions.

The conclusion consisted of a case conference sequence involving a girl who had successfully gone through all phases of treatment. This sequence allowed for a summing up of the treatment roles of all disciplines involved, and demonstrated treatment "growth" possible. The film ended with a song entitled "With Love There's a Way".

The Use of Music

The question of how music communicates - how it changes our moods and even gives us insights - has traditionally fallen within the province of esthetics or music criticism. And yet, one can look at the language of music from a scientific perspective; for it's a fact that music involves emotions (Clynes, 1974) and it is possible to predict which emotions it will involve (Clynes, 1974). As early as 1957, Osgood had noted significant differences on the Semantic Differential, examining film impact with and without music.

It became evident to the author that music is a form of communication that transmits emotion, and speaks about emotion, in precise ways. Clynes (1973) had formulated a theory of "sentics" (the scientific study of the communication of emotion). He discovered that, under standard conditions, it was possible to measure the expression of fantasized emotions because people expressed them in very similar and predictable ways. He argued that the important factor to characterize was the quality of the expression rather than the particular part of the body used. Having subjects express their feelings with only one finger, using a transducer designed to record transient pressure in two dimensions (up and down, and away from and toward the subject), Clynes (1973) discovered that each fantasized emotion produced a typical and predictable pattern. Performing similar experiments in Mexico, Bali and Japan, he discovered that people of diverse languages and cultures expressed themselves in similar ways. These natural expressive movements he termed "essentic forms" and considered them to be biologically determined expressions.

Examining music using these same measurement methods, Clynes (1974) concluded:

> Music is truly a language of "essentic
> forms." Musicians use this language in
> order to communicate emotions...
> (Clynes, 1974, p. 53)

These conclusions have been supported by French, Russell and Tupin (1972). "Sentics" has given insights into the process of empathy (Clynes, 1974). Music

> provides an ability to have another
> individual live inside oneself through
> an act of imagination (Clynes, 1974, p. 55).

In this sense, music for the "Westfield" film was composed so that the viewer might feel the author's point of view as a "presence".

> Empathy in music is a kind of
> resurrection. (Clynes, 1974, p. 55)

A Theoretical Filming Rationale

The theoretical rationale developed for filming was arrived at by merging some of the research findings of Schramm (1972), Reid and MacLennan (1967), Klapper (1967), Bazin (1967), Berlyme (1971), McLuhan (1964, 1967), and Clynes (1973) with Hovland's theory of attitude change (Insko, 1967).

Reviewing findings accumulated by Schramm (1972) and Klapper (1967), the first assumption for production purposes was based on the premise that what a person brings to the media interacts with what the media brings to the person. Schramm (1972) rather conclusively demonstrated that the receiver of a media communication is not a defenseless target at the mercy of any message he happens to encounter. Rather, he is an active participant in the communication process, choosing which messages to attend to, interpreting in terms of his own frame of reference, as his own needs, values, desires and capabilities dictate and allow.

Klapper(1967) concluded that mass communication ordinarily serves as an agent of reinforcement for the attitudes, opinions and behavioral tendencies the viewer already possesses. He isolated the significance of audience predispositional factors which result in selective perception and selective retention. Klapper argued that only when the mediating factors of audience predisposition and social influences are inoperative does a mass communication serve as an agent of attitude conversion. In this regard mass communication has been found to be effective in creating new attitudes when topics which the audience has no previous knowledge or opinions are used. For this reason the topic of residential milieu treatment of juvenile offenders was selected for filming purposes.

A second assumption for production purposes was based on the premise that information and attitudes are inextricably intertwined [Hovland (Insko, 1967), Schramm (1972)]. What a person knows about something clearly influences his attitudes and, conversely, a person's attitudes about something clearly influence his organization of what he knows and whether and how he interprets new information about it.

A third assumption in the formulation of a filming rationale was based on the premise that certain factors, through their interaction, function to influence whether and how a filmed communication will affect the information and/or attitudes of the audience (Schramm, 1972). These include:

1. Message factors
    - a) how the message is organized
    - b) the source to which it is attributed
    - c) what it includes
    - d) what it omits
    - e) its clarity
    - f) the nature of its appeal
2. Situation factors
    - a) whether the message is received while alone or in a group
    - b) whether the setting in which it is received would make some beliefs more salient than others
    - c) the presence or absence of distracting elements in reception situation
    - d) the historical context in which the communication is received
3. Audience factors
    - a) the range of intellectual capabilities

b) needs

c) values

d) personality characteristics

Regarding message factors, it was decided to organize filmed sequences within a musical framework so as to enhance emotional arousal and affective portrayal of the treatment program at Westfield. Messages were attributed to experts in the fields of education, social work, medicine and psychology, as well as "typical children" in treatment. Message factors were selected to adequately portray:

a) an introductory "feel" for Westfield as a treatment centre;

b) staff roles and treatment philosophy;

c) the attitudes and feelings of children in treatment; and

d) an in-action "feel" for milieu therapy, behavior modification, the education program, individual, group, recreational and family therapy.

Filmed footage that was not considered representative or that was considered by the author to be beyond the comprehension level of the intended audience was deleted.

The film was produced essentially for group showing in educational settings where discriminatory attitudes toward the juvenile offender and how he should be treated would be less salient and where distracting situational factors would be minimal. The film was designed to provide an introductory look at the model of residential milieu treatment as practised at Westfield, which could then be followed by a group discussion lead by a qualified person in this field.

The following considerations regarding audience factors were built into film production:

a) Film content was selected so as to be easily understood at an introductory level by junior high school through to University level students.

b) Message factors were selected so as not to be so one-sided or demanding that they resulted in a "boomerang effect", reinforcing such things as audience self-protection needs or negative values that might already have been associated with the disturbed juvenile delinquent and how he should be treated.

Effort was made to produce a film that would:

a) facilitate viewer empathy concerning the needs, values and feelings of the children in treatment;

b) facilitate viewer awareness of the logic behind such a treatment approach;

c) facilitate viewer awareness of the social approval and positive values generally attached to such action; and

d) facilitate viewer awareness of his potential as a responsible citizen to support this type of program and treatment philosophy.

In an effort to integrate the above mentioned considerations with the Reinforcement Theory of Attitude Change (Insko, 1967), the following three variables were isolated for examination: attention, comprehension, and acceptance.

Attention

Variable one was that of attention. For study purposes the object of perception was regarded as analogus to a stimulus situation. Berlyne has stated:

> A stimulus situation is the sum total of events stimulating sense organs at a particular moment. (Berlyne, 1971, p. 35)

A stimulus situation is one that leads to a condition of arousal in the viewer of the film. Berlyne (1971) related arousal to motivational or emotional states. He indicated three major classes of stimulus properties that could lead to this effect. There are psycho-physical properties which depend on spatial and temporal distributions of energy. Intense or sudden stimuli tendto be more arousing. Secondly, ecological stimuli involve association with either biologically noxious or beneficial conditions. Humans may learn to attribute ecological significance to stimuli. Finally, the collative properties of stimulus patterns such as novelty, surprise, complexity, ambiguity and puzzlingness, can lead to arousal.

Use of these stimulus properties had important implications for the development of a filming rationale.

"Westfield" was produced to impose a mental activity on the viewer in the sense that he was presented with material that he did not seek out himself. It, therefore, had to rely on arousal to attract and maintain attention if active perception was to result. A high level of arousal was used to begin the film. Referred to as a "teaser" in film production, the intent regarding initial viewer impact was to combine high arousal with novelty, surprise and ambiguity. The "teaser" in this case consisted of a few opening minutes of two adolescent girls venting their hostilities in a counselling session with Dr. Paterson, a psychologist.

Beginning "cold" with this filmed sequence, imposed a state of high emotional arousal which could then be followed by the film title and introductory information. According to Berlyne (1971) the reduction of arousal in this following filmed sequence to that of only moderate arousal would be associated with reward conditions and pleasant feelings.

A focusing on the relations of people and their environment (Berlyne, 1971) was selected also for its motivational and emotional arousal potential.

The general rationale with regard to maintaining attention was one of determining optimal combinations of arousal-inducing properties for a given stimulus situation.

Two visual channels (16 mm. and 'stills') and two sound channels (live sound and music composed by the author) were used to enhance the process of selective attention. Accentuation of one sensory modality while blocking information from other modalities was used to shift viewer attention to stimuli or characteristics associated with the juvenile delinquent which the viewer might not have been aware of. Examples in this regard included:

a) the similarity of the juvenile offender to what society defines as a "normal" child;

b) the juvenile offenders' feelings of rejection, frustration and being alone;

c) the juvenile offenders' positive personality characteristics such as sense of humor, sincerity, motivation and capacity to relate;

d) the juvenile offenders' academic and vocational abilities; and

e) the juvenile offenders' potential to contribute to society.

Production effects were also designed to shift viewer attention to the logic behind such a treatment approach for juvenile delinquents and the potential social incentives associated with acceptance of the opinions and attitudes advocated.

Music was used as a means of achieving emotional arousal to selected stimuli. Music and lyrics were composed for two basic purposes. The first was to provide an emotionally stimulating conceptual framework around which to plan filming and production. The second major purpose of the music was to enhance parts of the film that tended to drag in final editing stages. Musical "leads and cues" were composed for these sequences. Use of a separate sound channel for the music allowed for increased utilization of potential for emotional arousal. Stills and facial close-ups were used to achieve visual attention shifting and stimulus arousal.

Comprehension

Variable two in the filming rationale was that of comprehension. For the purposes of achieving comprehension of material presented, the orientation developed by the author was based on:

a) an understanding of the "grammar" of film, and

b) an understanding of the characteristics of the viewing audience.

Gessner (1968), looking at cinema as an art form, proposed the shot as the basic unit of comprehension.

> Grammatical fluidity consists of connected units of expression, each the result of a single camera operation, its length determined by editing, and is called a shot ... Shots are like sentences in writing or melodic phrases in music ... Shot-consciousness is the essential tool for measuring any film ... Grammar in cinema is the means of evolving seeing into perceiving. (Gessner, 1968, p. 19)

Pryluck and Snow (1967), emphasizing the audience component, stated:

> Sophisticated communication through the medium of motion pictures depends on a mutual acceptance of the conventions of motion pictures by both the audience and the producer. (Pryluck and Snow, 1967, p. 14)

Development of the author's rationale with regard to the variable of comprehension involved first, the specification of the multiple information channels available for cinematic communication and the nature of interactions between separate channels. This was a primary objective in the production of the pilot film "Love Works Here". Secondly, developing a rationale involved specification of the unique functional roles of the production features of each channel and combination of channels, particularly those related to editing and cinematographic techniques. A third stage involved selection of the appropriate units of cinematic communication in each channel to effectively convey the verbal and non-verbal content of the intended message to the intended audience.

A number of steps were taken in film production to enhance viewer comprehension. Staff being interviewed were encouraged to avoid using complex educational or medical terminology. Production pointers and cues were used when use of such terminology was necessary. Secondly, editing was geared to the comprehension and assimilation skills of the "general viewing public". The number of elements presented simultaneously was limited to facilitate viewer attention and abstraction. Treatment components practised at Westfield were portrayed in unique filmed sequences. Production aims were to present these concepts in relatively small, yet integrated, steps. Thirdly, emphasis in production was placed on affective portrayal. Achievement in this regard involved careful selection and editing of the visual, live sound and music production channels. A more complex theoretical informational approach was not used because of the comprehension skills that would have been required by the audience. It was felt that this emphasis on affective portrayal would not detract from the film's instructional use at a university level because professionals in this area tend to view the key treatment components in residential milieu therapy as originating in the affective facilitative conditions existing in the relationships formed with the child.

Finally, lyrics for the music were composed to emphasize "common vernacular" properties and, thereby, contribute to audience comprehension.

With the exception of the inclusion of music, Hoban and Van Ormer had researched filmed effects similar to those employed by the author and had concluded, as early as 1950, that instructional film and television were capable of meeting the attention and comprehension variables necessary for learning.

Acceptance

To meet the project objectives of altering attitudes toward the juvenile offender involved a third variable. This variable was that of audience acceptance of views advocated.

Hovland, Janis and Kelley ([illegible]insko, 1967) argued that while attention to and comprehension of a filmed communication were two essential variables in producing attitude change, the key variable was one of audience acceptance of the filmed message. Insko (1967) and Klapper (Schramm, 1972) stated that whether or not a film results in audience acceptance depends on the reinforcement effects of stimuli attended to in the film. Insko (1967), reviewing reinforcement theory research conducted at the Yale Communication Program, indicated that acceptance is dependent upon incentives in the in the form of arguments or reasons why the advocated point of view should be accepted. Insko also related acceptance to the arousal of phenomena or incentives that are reinforcing of have been associated in the past with reinforcement.

Hovland et al. (Insko, 1967), as outlined in Chapter II, isolated three factors affecting audience acceptance. These included the expectation of being right in accepting views advocated, the expectation of a lack of manipulative intent, and the expectation of social approval for accepting the views advocated. These factors also fit Klapper's (Schramm, 1972) conceptual model as factors reinforcing the audience predispositional and social mediating factors responsible for attitude stability and change.

Working with these research findings in mind, a number of production processes were used to enhance viewer acceptance of the views advocated in the film "Westfield".

First, to enhance viewer expectation of being right in accepting views advocated in the film, communication "expertness" was stressed. Interviews with expert educational and residential treatment staff were spaced throughout the film. Secondly, portrayal of the program in action was used to emphasize source credibility (Bazin, 1967).

With regard to off-setting possible audience expectation of manipulative intent, editing directed attention to the trustworthy motives of the educational and treatment staff. Secondly, editing was aimed at showing the lack of communicator-communicatee discrepancy regarding views held by juvenile delinquents at Westfield. Once aware that these views did not differ significantly from their own, it was anticipated that the viewer would be less suspect of the motives of juvenile offenders interviewed (Insko, 1967). Thirdly, the effect of presenting both sides of view (opinions of staff and opinions of the juvenile offenders) was designed to produce, in the longer run, a dissociation of source and content, and possibly enhance viewer acceptance of the views advocated by the juvenile delinquents in treatment (Insko, 1967). As a fourth measure taken to reduce audience expectation of manipulative intent, classical conditioning effects were used in the production process. Music, composed for its stimulus arousal and emotional conditioning impact was paired with selected filmed coverage of live therapy and interviews with juvenile offenders.

With regard to the third major factor outlined by Insko (1967), the expectation of possible social disapproval was offset by portraying professional staff interviewed as valid barometers of the social climate. A second indication of social approval was achieved by making the audience aware that the treatment program at Westfield was in actual practise and government funded.

Intended in film production was an affective portrayal of the treatment program for juvenile delinquents at Westfield which would not result in a "boomerang" effect on attitudes toward the juvenile offender (Ramseyer, 1938). Selected, therefore, was a filmed portrayal of a treatment program that most viewers would know little about. It was assumed that by focusing on residential milieu treatment, the viewer predispositional factors resulting in selective perception and selective retention (Klapper, 1967) and the social mediating factors of group norms and influence would be largely inoperative, and result in greater acceptance of opinions advocated.

An implication of this assumption would be the development of audience predispositions which would create resistance to future communications advocating a less favorable outlook regarding the disturbed juvenile delinquent.

Summary

The rationale developed for production of the "Westfield" film was based on the premise that attitudes can be altered as a function of the stimuli to which an individual selectively attends, comprehends and accepts.

Implementation of the filming rationale was based on decisions made by a panel composed of the author, the technical producer and the film editor. All film footage was examined by the panel and edited in terms of the filming rationale as outlined in this chapter.

Chapter VI

The Impact of the "Westfield" Film on Viewer Attitudes

Introduction

The project, as initially proposed by the author, was to involve the production of a film based on the residential milieu treatment model for juvenile delinquents as practised at Westfield Diagnostic and Treatment Centre.

Had this initial plan been persued, it would have involved the production of a 16 mm. film.

Examination of intended uses of the final product, however, lead the author to change the initial plan and "package" the film in videotape format.

It was felt that facilities available at the University of Alberta and at Westfield (where the film was to be used for in-service and public informational purposes) were more conducive to utilization of a videotape rather than a 16 mm. film. Videotape was also considered to be a more compact way of meeting communication objectives.

It should be stressed, therefore, that assessment of film impact refers to assessment of film impact in videotape format on viewer attitudes toward the juvenile delinquent and how he should be treated.

Working from Shaw's (1967) definition of attitude as a relatively enduring system of affective evaluative reactions based upon and reflecting evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects, three pencil and paper scales were selected which adequately measured attitude as defined (Shaw, 1967).

Results

Three null hypotheses were constructed for the purpose of assessing film influence on audience attitudes.

Hypothesis 1 stated: An examination of evaluative attitudes toward the juvenile delinquent would reveal no significant difference between the group having seen the "Westfield" videotaped film and the control group.

Table I

A t-test Comparison of the Experimental and Control Group Means on the Evaluative Factor of the Semantic Differential

Group	N	Mean	Standard Deviation	t
Experimental	38	-1.68	5.75	.91*
Control	38	-2.81	5.05	

* two-tailed

Hypothesis 2 stated: An examination of attitudes toward punishment of the juvenile delinquent would reveal no significant difference between the group having seen the "Westfield" videotaped film and the control group.

Table II

A t-test Comparison of the Experimental and Control Group Means on the Attitude Toward Punishment of Juvenile Delinquents Scale

Group	N	Mean	Standard Deviation	t
Experimental	38	4.02	1.07	2.22**
Control	38	4.62	1.35	

** two-tailed significant at the .05 level

Hypothesis 3 stated: An examination of attitudes toward the concept of residential milieu treatment would reveal no significant difference between the group having seen the "Westfield" videotaped film and the control group.

Table III

A t-test Comparison of the Experimental and Control Group Means on the Attitude Toward Residential Milieu Treatment as a Social Action Proposal Scale

Group	N	Mean	Standard Deviation	t
Experimental	38	8.73	.45	3.56***
Control	38	7.84	1.56	

*** two-tailed significant at .001 level

Justification for combining the two experimental and control groups for statistical analyses was based on t-tests indicating no significant difference between them for the three attitude measures used.

Chapter VII

Summary, Conclusions and Implications

Summary

Using a research-based formative rationale, it was the primary purpose of this study to produce a film on residential milieu treatment of disturbed and delinquent children.

The filming rationale was formulated to meet two specific objectives:

a) to produce a film that could be used as an introductory instructional film in the areas of counselling psychology and special education, and

b) to produce a film that would have general educational value as a way of altering public attitudes toward the young offender and how he should be treated.

The film was based on the treatment program at Westfield (a major residential milieu treatment centre in Edmonton, Alberta, Canada).

Synthesizing research findings in the areas of

a) mass communication, its process and effects (Schramm, 1972),

b) mass communication, its effects on attitude stability and change (Klapper, 1967),

c) communication and persuasion, as related to experiments on mass communication (Hovland, Janis and Kelley, 1953, 1955),

d) research in instructional film and television (Hoban and Van Ormer, 1950; Reid and MacLennan, 1967),

e) music in film as a form of communication of emotion (Clynes, 1973, 1974), and

f) psychometric assessment of the cognitive and affective impact of media (Razik, 1974; Schramm, 1972),

three basic variables were isolated for the formulations of a filming rationale.

Attention, comprehension and acceptance were postulated as the three variables necessary to produce a film that would result in viewer acquisition of new knowledge, opinions and attitudes.

Related to the first variable, techniques developed largely from Berlyne's research (1960, 1971) were used to gage optimal audience arousal to stimuli selected to portray characteristics of residential milieu therapy and the juvenile delinquent.

Attention, however, was not considered sufficient to meet project objectives without audience comprehension and assimilation of information presented. Production inputs, therefore, were geared to effective use of the multiple communication channels available to the medium of film to convey a message that would be easily understood by the intended audience.

To meet study objectives of altering attitudes, a third variable - acceptance - was included in the production rationale. Acceptance of views communicated was seen as largely dependent upon three audience expectations:

a) the expectation of being right,

b) the expectation of a lack of manipulative intent, and

c) the expectation of social approval.

To facilitate audience acceptance of views communicated, a topic about which the average viewer would have little previous information or "attitude set" was used.

Conclusions

Study results indicated that viewer attitudes toward the concept of residential milieu treatment for the juvenile delinquent and toward punishment of the juvenile delinquent were significantly different for groups having seen and not having seen the "Westfield" film.

Findings significant at the .001 level indicated that subjects having viewed the film demonstrated more favorable attitudes toward the concept of residential milieu treatment of juvenile delinquents than did those who did not view the film.

Secondly, study results, significant at the .05 level, indicated that subjects exposed to the film were less punishment oriented in their attitudes toward the juvenile delinquent than were subjects not exposed to the film.

Differences in experimental and control group attitudes toward the juvenile delinquent were not significant.

Reviewing study results and considerations involved in film production, the following interpretations were reached:

1. What a person brings to the media, in terms of individual predispositions and social mediating factors, interacts with what the media brings to the person. This would provide one possible explanation for the lack of significant differences obtained comparing experimental and control group evaluative attitudes toward the juvenile delinquent. It might be argued that while residential milieu treatment was a new concept about which the average viewer had little knowledge or predetermined "attitude set" and that attitudes regarding punishment of the juvenile delinquent were more susceptible to source credibility and other intended media effects, the altering of evaluative attitudes toward the juvenile offender involved the breaking down of a much stronger attitude system. In this case, individual predispositional factors would be more likely to result in selective perception and selective retention to maintain attitude stability and consistency.

2. Significant differences found between experimental and control group attitudes regarding the concept of residential milieu treatment for juvenile delinquents sug-

gests that information and attitudes tend to be intertwined. What a person knows about something influences his attitudes toward it.

3. Mass communications ordinarily influence attitudes to the extent that they reinforce the individual predispositional and social mediating factors governing attitude change and stability. When these mediating factors are inoperative, mass communication can result in attitude conversion.
4. Certain factors through their interaction function to influence whether and how a filmed communication will affect the information and/or attitudes of the audience. These include: a) message factors,
   b) situation factors, and
   c) audience factors.
5. Music is a form of communication that transmits emotion and can be used in film to facilitate attitude change.
6. Attitude change can occur as a function of the stimuli to which an individual selectively attends, comprehends and accepts.
7. The medium of film, with its many stimulus channels, offers an effective way of shifting viewer attention to new stimuli that will reinforce the individual predispositional and social mediating factors responsible for attitude change and stability.
8. Acceptance of opinions and attitudes advocated in a

filmed communication will be more likely to occur when the following viewer expectations are reinforced by viewing the film:

a) the expectation of being right,

b) the expectation of no manipulative intent, and

c) the expectation of social approval for accepting the views advocated.

9. The medium of film offers a potential tool to alter public attitudes toward the juvenile delinquent and how he should be treated.

Implications

McGrath, in a recent publication, Crime and its Treatment in Canada, has supported major study findings (The Hall Royal Commission, 1962; The Blair Report, 1968; and the Celdic Report, 1970), indicating that between twelve and fifteen percent of Canadian children are in need of attention, treatment and care for what is commonly labelled emotional disturbance or juvenile delinquency. Johnston, Savitz and Wolfgang (1970) and Goldfarb and Singer (1973) have convincingly argued that traditional punishment oriented approaches have done little to alleviate the problem. These studies have indicated a pressing need for new and more effective ways of treating these children.

The film, "Westfield", provides a research-based look at one rehabilitative approach that has proven effective as a way of treating the emotionally disturbed and delinquent child. Since its completion, the film has been used as an instructional videotape at the University of Alberta in the departments of Educational Psychology and Special Education. As a public informational and education program, the film has been broadcasted on network ("Take 30") and local ("Hourglass") C.B.C. Television. Westfield Diagnostic and Treatment Centre has requested a copy of the videotape. There, it has received public informational and in-service use.

Study results suggest potential for use of film and videotape as a way of altering public attitudes. Research findings by Hovland (1955) and Schramm (1972) have indicated that the long-range effects of films on general attitudes tend to be greater than the short-term effects. If this effect (largely attributed to a dissociation of source and content) is true, it is possible that longer term assessment of the impact of the film would have revealed a significant difference in evaluative attitudes toward the juvenile delinquent.

It should be stressed, however, that results in this study were obtained using an "experimental" rather than a "naturalistic survey" type of research design. Had the study been conducted in naturalistic settings, as would have been the case if the author had chosen to assess impact of the film as seen over C.B.C. television, findings might not have been as significant. Lipset (Schramm, 1972) has shown that viewers generally expose themselves to the kind of material with which they agree to begin with. Those who were most influenced by the author's film were likely those who, in a realistic situation,would not have watched it. Secondly, the impact of the film on those having seen it on television would, in all probability, have been influenced to a greater degree by social mediating factors resulting from discussion with friends and family. With group membership being more salient, these T.V. viewers would have been more resistant to counternorm messages.

Results, therefore, suggest that the "Westfield" videotape would best be used as a means of altering attitudes toward the juvenile delinquent and how he should be treated if shown in a classroom or group setting, with a group discussion following. With this two-step pattern of communication, an expert discussion leader, who personified group values, could be used and would serve, not only to relay information, but also as an agent of reinforcement for opinions and attitudes advocated.

In the field of education, schools are assuming a greater role in the process of socialization and greater emphasis is being placed on the teaching of skills that will help the student gain a better understanding of himself and others. The film, "Westfield", represents a pioneering audiovisual example for future development in the area of affective education.

In conclusion, study results and limitations suggest a need for further research in the following areas. First, studies are needed to examine the longer term effects of film on attitudes. Although this study represented an attempt to examine more than the immediate impact of a film on attitudes, future research might include post-test periods of one month, six months, and one year. Such a study would necessitate separate experimental and control groups for each time delay post-test, which would serve to demonstrate differences in short term and long term effects, as well as yield greater insight concerning the role of social mediating factors. Research is also needed to explore more effective ways of operationally defining and measuring "attitude" for studies of this nature. Traditionally, attitude measurement has meant locating individuals along a single attitude continuum, usually an evaluative dimension. Attention should be turned to studying how attitude objects are located in a multidimensional space. Interpretations for this study were based on self report instrumentation. Future studies might use a multiple approach to attitude measurement, involving additional measures in which inferences are drawn from observation of overt behavior or an individual's reaction to or interpretation of partially structured stimuli. Thirdly, research is needed to explore the relation between attitudes and behavior. Theories seem to have concentrated on the relation between attitudes (affection) and opinions (cognitions) and have almost completely neglected behavior. Shaw (1967) has indicated four general categories of behavioral consequences resulting from attitude change:

a) positive approach eg. friendliness
b) negative approach eg. attack
c) positive avoidance eg. allowing privacy
d) negative avoidance eg. repulsion

These general categories, however, do not allow for accurate prediction of behavior that might be expected from subjects having seen the "Westfield" film. Future research should attempt to better locate the link between attitudes and behavior.

Finally, research is needed to examine the impact of specific audiovisual stimuli on viewer attitudes. "Additive designs" in which the experimenter begins with a basic filmed communication and then progressively adds variables and compares the new combination of variables each time with the basic production, would be one avenue for future research. Another would be the use of the complex multi-variate design involving a considerable number of variables in different combinations. Such a manipulation of the "audiovisual gestalt" might reveal the specific combinations of variables most conducive to altering viewer attitudes.

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APPENDIX A

Attitude Scales

Please fill out the following questionnaires after first reading the directions. You are not required to give your name. Differences of opinion are to be expected. Although questionnaires might look lengthy, all three will take you less than 15 minutes to complete. Thank you for your cooperation.

Instructions for First Questionnaire

The purpose of this study is to measure meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgements on the basis of what the selected concept means to you. Below you will find a concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales. If you feel that the concept below is very closely related to one end of the scale, you should place your check-mark as follows

nice _✓_ : ___ : ___ : ___ : ___ : ___ : ___ awful

or

nice ___ : ___ : ___ : ___ : ___ : ___ : _✓_ awful

If you feel that the concept is quite closely related to one end of the scale (but not extremely), you should place your check-mark as follows

pleasing ___ : _✓_ : ___ : ___ : ___ : ___ : ___ annoying

or

pleasing ___ : ___ : ___ : ___ : ___ : _✓_ : ___ annoying

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows

believable ___ : ___ : _✓_ : ___ : ___ : ___ : ___ unbelievable

or

believable ___ : ___ : ___ : ___ : _✓_ : ___ : ___ unbelievable

The direction toward which you check, of course, depends upon which of the two ends of the scale seems most characteristic of the thing you're judging. If you consider the concept to be neutral on the scale (both sides of the scale equally associated with the concept), or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space

important ___ : ___ : ___ : _✓_ : ___ : ___ : ___ trivial

IMPORTANT: 1. Place your check-marks in the middle of spaces, not on the boundaries.

this not this

___ : ___ : ___ : _✓_ : ___ : ___ ✓ ___

2. Be sure you check every scale for every concept - do not omit any.

3. Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at a fairly steady speed through the test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

Juvenile Delinquent

good ___ : ___ : ___ : ___ : ___ : ___ : ___ bad
powerful ___ : ___ : ___ : ___ : ___ : ___ : ___ powerless
calm ___ : ___ : ___ : ___ : ___ : ___ : ___ agitated
hard ___ : ___ : ___ : ___ : ___ : ___ : ___ soft
active ___ : ___ : ___ : ___ : ___ : ___ : ___ passive
fair ___ : ___ : ___ : ___ : ___ : ___ : ___ unfair
lenient ___ : ___ : ___ : ___ : ___ : ___ : ___ severe
slow ___ : ___ : ___ : ___ : ___ : ___ : ___ fast
valuable ___ : ___ : ___ : ___ : ___ : ___ : ___ worthless
weak ___ : ___ : ___ : ___ : ___ : ___ : ___ strong
rash ___ : ___ : ___ : ___ : ___ : ___ : ___ cautious
cruel ___ : ___ : ___ : ___ : ___ : ___ : ___ kind

Instructions for Second Questionnaire

This is a study of attitudes toward punishment of juvenile delinquents. Below you will find a number of statements expressing different attitudes toward punishment of juvenile delinquents.

✓ Put a check-mark if you agree with the statement.

X Put a cross if you disagree with the statement.

Try to indicate either agreement or disagreement for each statement. If you simply cannot decide about a statement you may mark it with a question mark.

This is not an examination. There are not right or wrong answers to these statements. This is simply a study of people's attitudes toward the punishmant of juvenile delinquents. Please indicate your own convictions by a check-mark when you agree and by a cross when you disagree.

___ 1. A person should be institutionalized only for serious offenses.
___ 2. It is wrong for society to make any of its members suffer.
___ 3. Hard institutional life will keep minors from committing crime.
___ 4. Some juvenile delinquents do not benefit from punishment.
___ 5. Most locked institutions for juvenile delinquents are schools for crime.
___ 6. We should not consider the comfort of a juvenile delinquent.
___ 7. A juvenile delinquent will go straight only when he finds that detention life is hard.
___ 8. No punishment can reduce crime.
___ 9. Cruel detention treatment makes juvenile delinquents want to get even.
___10. Only juvenile delinquents who have committed several crimes should be punished.
___11. We should use physical punishment in dealing with all juvenile delinquents.
___12. I have no opinion about the treatment of crime.
___13. Punishment of juvenile delinquents is a disgrace to civilized society.
___14. Putting a juvenile delinquent in a cell by himself will make him sorry.
___15. It is advantageous to society to be easy on some juvenile offenders.
___16. Only humane treatment can cure those who commit crime.
___17. Harsh institutional treatment merely embitters a juvenile delinquent.

___ 18. No leniency should be shown to juvenile delinquents.
___ 19. Many petty offenders become dangerous criminals after being institutionalized.
___ 20. Failure to punish the juvenile delinquent encourages crime.
___ 21. Only by extreme, brutal punishment can we cure the criminal.
___ 22. The more severely a juvenile delinquent is punished, the greater criminal he becomes.
___ 23. A juvenile delinquent should be punished first and then reformed.
___ 24. One way to deter minors from crime is to make them suffer.
___ 25. Punishment is wasteful of human life.
___ 26. A bread and water diet in a locked institution will cure the juvenile delinquent.
___ 27. Brutal treatment of a juvenile delinquent makes him more dangerous.
___ 28. A detention sentence will cure many juvenile delinquents of further offences.
___ 29. Prison inmates should be chained.
___ 30. We should consider the individual in treating crime.
___ 31. Even the most vicious juvenile delinquents should not be harmed.
___ 32. It is fair for society to punish those who offend against it.
___ 33. Humane treatment inspires the juvenile delinquent to be good.
___ 34. Some punishment is necessary in dealing with the juvenile delinquent.

Instructions for the Last Questionnaire

Following is a list of statements about a proposed social action. Place a plus sign (+) before each statement with which you agree with reference to the proposed social action. Your score will in no way affect your grade in any course.

PROPOSED SOCIAL ACTION: Placement of juvenile delinquents in a treatment rather than a detention centre. Such a centre would not be locked and would involve a cottage and school counselling program.

___ 1. will do just as much harm as it will good
___ 2. is vitally necessary for the welfare of the community
___ 3. is a ridiculous plan
___ 4. will stand the test of time

__ 5. is too much of a deviation from normal procedure
__ 6. shows great possibility of being a success
__ 7. can mean only disaster
__ 8. probably will be accepted by the majority
__ 9. will advance civilization to a higher level
__ 10. is a disgrace to society
__ 11. will be appreciated by the general public
__ 12. will proceed to injurious limits
__ 13. is a practical basis for future planning
__ 14. cannot meet the demands of a complex social order
__ 15. will not fit into our modern world
__ 16. has its merits
__ 17. will soon become an object of bitter distrust

Instrumentation and Interpretation of Means

For the Semantic Differential the factor loadings on the four evaluative scales were all high, of equal relevance, and comparable in size so that the rating variances were approximately equal. Scales were, therefore, weighted equally (-3 to +3), with the means of the ratings serving as the factor scores. A more positive mean was seen as representing a more favorable evaluation of the juvenile delinquent.

The Attitude Toward Punishment of Juvenile Delinquents Scale was developed using the Thurstone equal appearing intervals technique. A more positive mean was seen as representing a more favorable attitude toward punishment of juvenile delinquents.

The Attitude Toward Residential Milieu Treatment of Juvenile Delinquents as a Social Action Proposal Scale was also a Thurstone-based scale with more positive means representing a more favorable attitude toward milieu treatment as a social action proposal.